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ABSTRACT

Job search preparations are designed to teach and motivate people to systematically analyze potential or acquired skills and to relate and apply these skills realistically to present day and future labor market needs and openings. These preparations teach people how to systematically seek out job sources and prospects and to consistently and properly follow up on job leads. For many, the factual problems of seeking work pose obstacles and cause discouragement. These are directly related to lack of knowledge of the labor market, lack of knowledge of job search skills, lack of self-confidence, competition, community biases, being unprepared, and being unskilled. In order to help people to overcome difficulties and gain self-confidence in job seeking, this workshop program gives exposure to labor market information, job sources, abilities, and potentials, human relations, job interviews and approaches, the mechanics of resumes, abstracts, and self-assessment, the importance of persistence, and factors which create barriers to employment. Through discussions, tapes and active participation, people learn to recognize their weaknesses, bring out their strengths, and organize and apply themselves in job searches. In short, it is designed to help people to stand on their own two feet and to apply themselves systematically and positively when they look for jobs. (Author)

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JOB SEARCH PREPARATIONS
A SELF-HELP CONCEPT IN THE JOB-SEEKING PROCESS

JOB SEARCH PREPARATIONS ARE DESIGNED TO TEACH AND MOTIVATE PEOPLE TO SYSTEMATICALLY ANALYZE POTENTIAL OR ACQUIRED SKILLS AND TO RELATE AND APPLY THESE SKILLS REALISTICALLY TO PRESENT DAY AND FUTURE LABOR MARKET NEEDS AND OPENINGS. THESE PREPARATIONS TEACH PEOPLE HOW TO SYSTEMATICALLY SEEK OUT JOB SOURCES AND PROSPECTS AND TO CONSISTENTLY AND PROPERLY FOLLOW UP ON JOB LEADS.

FOR MANY, THE FACTUAL PROBLEMS OF SEEKING WORK POSE OBSTACLES AND CAUSE DISCOURAGEMENT AND THESE ARE DIRECTLY RELATED TO LACK OF KNOWLEDGE OF THE LABOR MARKET, LACK OF KNOWLEDGE OF JOB SEARCH SKILLS, LACK OF SELF CONFIDENCE, COMPETITION, COMMUNITY BIASES, BEING UNPREPARED, BEING UNSKILLED, BARRIERS TO EMPLOYMENT AND OTHER FACTORS. IN ORDER TO HELP PEOPLE TO OVERCOME DIFFICULTIES AND GAIN SELF CONFIDENCE IN JOB SEEKING, THIS WORKSHOP PROGRAM GIVES EXPOSURE TO LABOR MARKET INFORMATION, JOB SOURCES, ABILITIES AND POTENTIALS, HUMAN RELATIONS, JOB INTERVIEWS AND APPROACHES, MECHANICS OF RESUMES-ABSTRACTS-SELF ASSESSMENT, IMPORTANCE OF PERSISTENCY AND FACTORS WHICH CREATE BARRIERS TO EMPLOYMENT.

THROUGH DISCUSSIONS, TAPES AND ACTIVE PARTICIPATION, PEOPLE LEARN TO RECOGNIZE THEIR WEAKNESSES, BRING OUT THEIR STRENGTHS, AND ORGANIZE AND APPLY THEMSELVES IN JOB SEARCHES. IN SHORT, IT IS DESIGNED TO HELP PEOPLE TO STAND ON THEIR OWN TWO FEET - TO DO WITH WHAT THEY HAVE GOT AND TO APPLY THEMSELVES SYSTEMATICALLY AND POSITIVELY WHEN THEY LOOK FOR JOBS.

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A. Lim
4/73

CG 010 738
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LEEWARD COMMUNITY COLLEGE
PLACEMENT OFFICE
COURSE OUTLINE FOR
JOB SEARCH PREPARATIONS
Spring, 1974 Semester

4th Accelerated Session
March 27, 1974
Wednesdays 9:30 am - 12:20 pm
Classes held in LA 108

INSTRUCTOR: MR. ADAM LIM
COURSE: I.D.S. 200 Job Search Preparations
CREDIT HOUR: One
OFFICE: AD 214 (Administration Bldg., 2nd. Floor)
TELEPHONE: 4550236
OFFICE HOURS: See schedule posted outside of office door
COURSE ORGANIZATION: Once a week for six weeks

COURSE DESCRIPTION

Preparation for job placement: A survey of general labor market conditions and trends, job sources, employers, students' abilities and potentials, human relations, importance of job interviews and approaches, applications/abstracts/resumes/self-inventories, persistency, and factors which create barriers to employment.

COURSE GOALS

1) To assist students realistically and systematically to seek out employment and cope with the competition in the job market.

   a) To help students acquire knowledge of in-depth job search techniques and preparations.

   b) To help students apply knowledge of in-depth job search techniques and preparations, in order that they can better help themselves to seek and hold jobs.

TEXT - Required texts on loan basis are available at Placement Office.

READING/REFERENCE MATERIALS - Assigned materials (see Bibliography).

PREREQUISITES - None.

GRADING

There will be six short written quizzes to be administered during a class period. While the first four quizzes will be based entirely on answering questions briefly in writing, the last two quizzes will consist of two parts - the first part to consist of questions which are to be answered briefly in writing, and the second part to consist of take-home written assignments. There will be three short take-home assignments for the fifth quiz and one take-home assignment for the sixth quiz. The three take-home assignments will potentially earn a maximum of 75% of the points for the fifth quiz while the one take-home assignment will potentially be worth 20% of the total points for the sixth quiz.

Each student will be graded on the basis of zero to 100% in each of the six written quizzes and the accumulated percentage grades will be averaged to determine the final grade.

Examination dates will be given on the first and second day of classes. Due dates will also be given for the written assignments.

The student will be graded individually on the basis of number of assignments completed and accuracy on quizzes. The percentage scale and equivalent letter grades are given below:

90 - 100% A
80 - 89% B
70 - 79% C
60 - 69% D

Below 60% W or N

MAKE-UP EXAMINATIONS

Each student will be given an opportunity to retake the written quizzes to upgrade his percentage. However, arrangement of time will be the responsibility of the student. Make-ups should be done within a week of the examinations.

CLASS ATTENDANCE

It is very important to attend classes regularly. The scope of this short term course is sufficiently broad and diverse that no student can expect to fully grasp the significance of the contents without regular attendance.

UNIT OBJECTIVES

UNIT ONE (one class period)

Given informational materials, reference sources, and class discussions, each student will acquire knowledge and develop an understanding of labor market conditions and employment trends as they pertain to him. He will also be apprised of the sources from which information about these areas can be obtained.

Specifically the student will, based on assigned readings, reference materials and class discussions:

1) Identify two upward employment trends relative to his job interests. 20%
2) List four job turnover factors or conditions that create or cause job openings. 20%
3) Identify two demand or publicized occupations relative to his interests. 30%
4) Give a pay rate range of two jobs relative to his job interest. 10%
5) Identify four sources which give information on labor market conditions and employment trends, giving source of his information or the publication(s). 20%

UNIT 2 (one class period)

Given informational materials, sources, and class discussions the student will acquire knowledge and develop an understanding of specific job sources and training programs as they pertain to his immediate and future job interests, and be able to identify the three governmental civil service agencies by name and location.

Specifically the student will, based on assigned readings, reference materials, and class discussions:

1) Give the names and locations of the three governmental Civil Service Agencies in Hawaii and one Non-Civil Service Federal governmental agency. 20%
2) Name two training programs or two jobs by title currently available in any of the three Civil Service agencies relative to his job interests. 10%
3) List three special employability services or programs offered by the Hawaii State Employment Service based on discussions in class or on assigned reference materials. 30%
4) List correctly by name four major private companies located on Oahu, with more than 100 employees. 20%
5) Identify, other than the Civil Service Agencies and private firms, four <u>other</u> sources where job opening information can be obtained. 20%

<u>Unit 3</u> (one class period)

Given informational materials and class discussions, the student will acquire knowledge and develop an understanding of employers' expectations relative to advertising job openings, reasons for hiring, competitiveness of jobs, and the importance of human relations and work potential in the job market. Specifically the student will, based on class discussions and/or assigned materials:

1) List two methods of publicizing jobs commonly used by employers. 10%
2) List three reasons why employers hire people. 15%
3) List three work traits desired by employers. 15%
4) State two reasons why competitiveness for jobs in the labor market is an advantage to employers. 10%
5) Identify ten positive personal traits of prospective employees which are considered to be important by employers. 50%

<u>Unit 4</u> (two class periods)

Given informational materials, class discussions and analysis of live job interviews coupled with listening to tapes, the student will acquire knowledge and develop an understanding of the practicality and importance of proper approaches, conduct, and ready answers in job interviews. Specifically the student will, based on discussions in class and/or assigned materials:

1) List five procedures or preparations considered important prior to or when arranging for job interviews. 25%
2) Identify five positive behavioral factors in job interviews. 25%
3) Identify five non-positive or negative behavioral factors in job interviews. 25%
4) List five difficult questions generally asked in job interviews. 25%

<u>Unit 5</u> (two class periods)

Given informational materials, group interaction and discussions, the student will acquire knowledge and develop an understanding of the means and importance of adequately preparing resumes, abstracts, self inventories, and applications as preparations for employment.

Specifically, the student will, based on class discussions and readings:

1) List two important reasons why job applicants must fill out application blanks legibly and completely as possible. 10%
2) State in one sentence a basic purpose of a resume. 5%
3) State in one sentence the purpose of an abstract. 5%
4) State concisely in a sentence a basic purpose of a self-inventory. 5%
5) Prepare a one-two page abstract containing at least five salient points pertaining to his previous work/educational experiences and/or personal abilities or potential relative to his specific job interest. 25%
6) Prepare a personal and work experience resume on a provided resume form. 20%
7) Complete a self-inventory based on six questions on a form provided for this purpose. 30%

Unit 6 (one class period)

Through informational materials and discussions, the student will develop an understanding of the barriers to employment.

Specifically, the student will, based on class discussions and assigned reference readings:

1) List five specific barriers to employment in short phrases or sentences as they pertain to his immediate job interest. 25%
2) List one possible solution for each of the five specific barriers to employment you have listed. 25%

Unit 7 (one class period)

Given informational materials and class discussion, the student will acquire knowledge and develop an understanding of the steps which need to be taken in seeking a job up to the point of the actual interview.

Specifically, the student will:

1) Write a one or two page narrative report on his plan of action for a job hunt based on knowledge acquired from discussions and reference materials from Units One through Six. The report will include:

   a) job informational sources. 5%
   b) specific job openings. 5%
   c) arranging for interviews. 10%

Unit 8 (one class period)

Through discussions, the student will gain an appreciation of the importance of persistency in the search for a job.

Specifically, the student will, based on class discussions:

1) List two reasons why persistency is important in the search for a job. 10%
2) List four attitudinal or personal factors which deters an individual from being persistent in his job search. 20%

After completion of Unit 1, the student will demonstrate, under examination conditions, the acquisition of knowledge and the achievement of unit objectives with 70% accuracy. The examination will be administered during a class period and will consist of questions to be answered briefly in writing. Reference materials may be used.

After completion of Unit 2, the student will demonstrate under examination conditions, the acquisition of knowledge and the achievement of unit objectives with 70% accuracy. The examination will be administered during a class period and will consist of questions to be answered briefly in writing. Reference materials may be used.

After completion of Unit 3, the student will demonstrate, under examination conditions, the acquisition of knowledge and achievement of the unit objectives with 70% accuracy. The examination will be administered during a class period and will consist of questions to be answered briefly in writing. Reference materials may be used.

After completion of Unit 4, the student will demonstrate, under examination conditions, the acquisition of knowledge and achievement of the unit objectives with 70% accuracy. The examination will be administered during a class period and will consist of questions to be answered briefly in writing. Reference materials may be used.

After completion of Unit 5, the student will demonstrate, under examination conditions, the acquisition of knowledge and the achievement of the unit objectives with 70% accuracy. Part one of the examination will be administered during a class period and will consist of questions to be answered briefly in writing. The second part of the examination will consist of three take-home written assignments which will be on the subjects of resumes, abstracts, and self-inventories. These written assignments will be turned in at the next class meeting following the completion of Unit 5. Reference materials may be used for both parts of the examination.

After completion of Units 6, 7 and 8, the student will demonstrate under examination conditions, the acquisition of knowledge and the achievement of the units' objectives with 70% accuracy. There will be two parts to this examination. The first part of the examination, which pertains to Units 6 and 8, will be administered during a class period and will consist of questions to be answered briefly in writing. The second part of the student demonstration, Unit 7, will consist of a take-home written assignment which will be on the subject of "a plan of action for a job hunt." This written assignment will be submitted at a date to be announced. Reference materials may be used for both parts of the examination.

COMMUNICATION IN THE WORLD OF WORK

Channels of communication with employers: Effective communication travels a two-way street. The process involves a "sender" and a "receiver." The following is a short outline of some of the methods used by people to communicate with employers relative to Job hunting.

I. Second Party Communication (when someone else speaks for you)

a) Political influence.
b) Familys' influence.
c) Friends' influence.
d) Teachers, Counselors, Probation Officers, Ministers, etc.

II. Personal Communication.

a) Written communication.

1) applications.
2) resumes.
3) self-inventories.
4) abstracts.
5) references.
6) commendations, achievements.
7) samples of written works.
8) credentials, certificates, degrees, etc.

b) Behavioral Communication: Job interviews, telephone contacts, video-tapes, recordings, mood, attitudes, etc.

1) Oral Communication (verbal)
- tone of voice.
- words used.
- volume used.
- etc.

2) Silent Communication (non-verbal)
- appearance.
  grooming, dress, attire, etc.
- body language.
  poise, posture, stance, mannerisms, etc.
- etc.

SAMPLE RESUME

(Name) _____

(Address) _____ Telephone _____

Personal	Single 5'2½" 116 Pounds 21 Years Old
Professional Objective	Private Secretary. Ultimate goal--Supervisory position.
Education	A.S. Degree; 1973 Leeward Community College Major: Secretarial Science Special emphasis in typing (65 wpm), shorthand (120 wpm), payroll, and office equipment such as Monroe Calculator, zerox, and use of telephone.
Work Experience	
1970 to 1972	DOREEN & COMPANY, Honolulu Hawaii, Perfume Wholesaler. Worked as part-time clerk--4 hours a day, 3 times per week. Answered phone, took messages, typed prices on labels, swept floor.
Summer Work	
1969 to 1970	Worked at local pineapple cannery for two summers to save for college.
Volunteer Work 1969 (6 mos.)	Anne's Hospital For The Aged. Volunteered as a Nurse's Aide. Fed patients, took away food and dishes, mopped floors, read to patients, and wrote letters for patients.
Background	Brought up in Nanakuli, Oahu. Involved with Community Association. Alumnus of Leeward College.
Interests	Interested in outdoor activities such as swimming, volleyball, tennis and the gentle art of boy watching.
References	(List a few references with addresses and phone.)

(Date)

SAMPLE RESUME

(Name) _____

(Address) _____ Telephone _____

Personal	Divorced 5'4" 120 Pounds 35 Years Old
Professional Objective	Wholesale Buyer. Ultimate goal--Buyer for major retail outlet of large chain.
Education	Leeward Community College, 1972 Special emphasis in speech, English, Reading and Sociology.
Experience 1964 to 1968	JoJo's Department Store, Honolulu, Hawaii Employed as senior salesclerk in Women's Apparel Department. Checked all sales slips at end of day. Supervised 3 salesclerks. Also checked inventory 4 times a year. This was an excellent experience, but I wish to become affiliated with a large chain as a clothes buyer.
1957 to 1960	LORI ANN & COMPANY, Honolulu, Hawaii Retail Shoe Sales. Started a office clerk in town store. After six months, moved to Waianae outlet as a salesclerk. Responsible for sales of women's shoes. Handled money. Totaled cash at end of the day.
Background	Brought up in Waialua area. Active PTA. Busy with raising four children. Children now grown and self sufficient.
Interests	Primarily interested in furthering education in merchandising. Will plan to enroll in evening courses.
References	(List a few references with addresses and phone)

(Date)

PL. OFF - LCC - A. Lim

SAMPLE RESUME

(Name)

(Address) Telephone

Personal Single 5'7" 170 Pounds 27 Years Old

Professional Objective Bank Manager. Ultimate goal--Officer of major bank.

Education A.A., 1968 Leeward Community College
Major: Management
Special emphasis in Financing and Merchandising;
Considerable work in Accounting and Data Processing

Experience

1968 to 1972 JACKIE WHITE & COMPANY, Honolulu, Hawaii,
Retail Shoe Sales. Started as Clerk.
After six months, moved to Waipahu outlet as Assistant Manager. Responsible for all display work, newspaper advertising, and sales promotion. The store had an annual volume of $50,000.00

Summer Work Earned 50% of total College expenses selling vacuum cleaners and cooking ware on commission for two summers. Worked at local pineapple cannery for one summer.

Military Service United States Army, 1963 to 1966
Communications Specialist.
After graduation from High School, drafted into the service. Spent most of the time in Vietnam working as a communications and pacification relations officer.
Present Draft Status--1C (Reserve)

Background Brought up in Koko Head area. Active in community affairs such as Junior Chamber of Commerce and active alumnus of Leeward College. Member of social fraternity. Have traveled extensively throughout the Islands.

Interests Primarily interested in hiking--outdoor activities and conservation societies, e.g. Save the Turf Foundation, and Girl Watcher's Society.

References (List a few References with addresses and phone)

(Date)

SAMPLE RESUME

(Name)

(Address) Telephone

PERSONAL Married 5'8" 150 Pounds 30 Years Old

Professional Objective: Retail Sales Manager. Ultimate goal--Manager of major retail outlet for large national chain.

Education: B.A., 1966 University of Hawaii
Major: Marketing (completed college in three years)
Special emphasis on Retail Sales and Merchandising; considerable work in Accounting and Data Processing

Experience

1969 to 1971: JoJo's Department Store, Honolulu, Hawaii
Assistant Manager. In charge of all advertising and copy layout for this large department store. Work closely with all buyers in planning sales campaigns. Materially assist manager in working out modernizations plans for basement floor. Have taken two trips to Dallas, Texas to assist in selection of men's suits and shoes. This is excellent experience, but I wish to become affiliated with a large chain.

1968 to 1969: J.C. WHITE & COMPANY, Honolulu, Hawaii
Retail Shoe Sales. Started as clerk in town store. After six months, moved to Waianae outlet as Assistant Manager. Responsible for all display work, newspaper advertising, and sales promotion. The store had an annual volume of $50,000.00.

Military Service: United States Army, 1966 to 1968
Infantryman.
After graduation from college, drafted into the service. Spent most of the time in Vietnam guarding prisoners. Present Draft Status--1C (Reserve)

Background: Brought up in Waialua area. Active in Community affairs such as Junior Chamber of Commerce and active alumnus of the University. Member of Social fraternity. Wife is a doctor's aide in a local clinic. No children. Have traveled extensively throughtout the Western part of the United States, the Islands, and Timbuctoo.

Interests: Primarily interested in hiking--outdoor activities and conservation societies, e.g. Sierra Club, Save the Monkey Pod Foundation.

References: (List a few References with addresses and phone)

(Date)

Hints - When Seeking Employment (Men)

The following are general guidelines covering many types of situations and a wide range of occupations. Some of these reminders may be pertinent while others may not be. Common sense and sincerity in job seeking will dictate the course of action you take in preparing yourself for employment interviews.

I. Where to Get Information on Employment

A. Hawaii State Employment Offices
B. State, City and County, or Federal Civil Service Offices
C. Personnel Departments of Government Agencies and Private Business Firms
D. College Job Placement Personnel, Counselors, Teachers, Advisors, etc.
E. Newspaper "Help Wanted" ads
F. Relatives, friends, government employees, working people.
G. Labor Unions, Chambers of Commerce, etc.
H. Private employment agencies (fees are charged for placement services).
I. By asking, asking, and asking.

II. The Personal Interview (Call for appointment, or seek out personnel office.)

A. DO'S (first impressions may be very important).

1. Get a good night's rest, or be sure that you are rested and are in a good frame of mind.
2. Be clean and neat.
3. Go alone without packages.
4. Be prompt - even a little early.
5. If possible, know something about the company to which you are applying.
6. Take pen with you.
7. Have a resumé, or the necessary information and certificates for application blanks (date of birth, Social Security number, schooling and dates attended, references, employment dates, work permits, etc.).
8. Be prepared to take tests - aptitude, proficiency, etc.
9. If worn, remove hats during interviews.
10. Greet the interviewer by last name.
11. Remove any chip on shoulder.
12. Shake hands only if the interviewer offers his.
13. Remain standing until the interviewer indicates when and where to sit.
14. Sit erect and properly with both feet on the floor.
15. Keep your hands folded or in a relaxed position.
16. Relax.
17. Look at the interviewer as you talk.
18. Talk slowly and clearly. (Be careful of your manner of speech.)
19. Be attentive - respond.
20. Answer questions completely and truthfully.
21. Ask questions when in doubt.
22. Mention your interests only if the interviewer asks. (E.g., hobbies, extracurricular activities, etc.)
23. Thank the interviewer for the interview.

(over)

B. DON'TS (while being interviewed).

1. Don't wear dark glasses during the interview, unless for health reasons.
2. Don't smoke, chew gum, or eat candy, etc.
3. Don't fuss with your hair or clothing.
4. Don't fidget, squirm, twitch, etc. (if possible).
5. Don't bring friends, or anyone with you.
6. Don't stare off into space or look at walls or ceilings as you talk.
7. Don't do all the talking - let the interviewer lead the conversation.
8. Don't argue with the interviewer or interrupt him.
9. Don't make derogatory remarks about former employers or people, et
10. Don't mention personal matters, unless asked.
11. Don't make your first question, "How much do I make?"
12. Never say, "I need a job," or "I can or will do anything." (Employers want people who can do something.)

C. First interviews are usually for screening, and a specific job offer may not be made. The prospective employer or interviewer is taking a reading of you. Other applicants for this same job will also have to be considered by the employer.

D. You may be asked to come back or call at a later time; in any case, you should follow up the interview with a letter or telephone call.

III. Good Grooming for the Interview

A. Be clean and neat - bathe or shower.
B. Brush your teeth and gargle with a mouthwash.
C. Use a man's deodorant (if needed).
D. Be clean shaven - if possible.
E. Groom your hair, and if possible, have a haircut. (Here, prospective employer's taste may differ as to short hair, long hair, etc., but groom yourself as best as can.
F. Make sure your fingernails are clean and neatly trimmed.
G. Wear conservative clothes.

1. Wear a suitable pants with a clean shirt and a tie. (Wear a suit, if needed.)
2. Wear solid colored or conservative shoes - well cleaned or shined.

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REMEMBER: You may not work in the clothing in which you apply for the job, but you might not get the job if your appearance is not appropriate, or satisfactory to the employer.

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Keep applying for jobs. Don't be discouraged. If one prospective employer turns you down, keep your spirits up and double your efforts by contacting as many prospective employers as you can to find a job for which you qualify.

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LCC - 3/71 (Job Placement Office) - A. Lim

Hints - When Seeking Employment (Women)

The following are general guidelines covering many types of situations and a wide range of occupations. Some of these hints may be pertinent while others may not be. Common sense, circumstance, and sincerity in job seeking will dictate the course of action you take in preparing yourself for employment interviews.

I. Where to Get Information on Employment

A. Hawaii State Employment Offices.
B. State, City and County, or Federal Civil Service Offices.
C. Personnel Departments of Government Agencies and Private Business Firms.
D. College Job Placement Personnel, Counselors, Teachers, Advisors, etc.
E. Newspaper "Help Wanted" ads.
F. Relatives, friends, government employees, working people.
G. Labor Unions, Chambers of Commerce, etc.
H. Private employment agencies (fees are charged for placement services).
I. By asking, asking, and asking.

II. The Personal Interview (Call for appointment, or seek out personnel office.)

A. DO'S (first impressions may be very important).

1. Get a good night's rest, or be sure that you are rested and are in a good frame of mind.
2. Be clean and neat.
3. Go alone without packages or bundles.
4. Be prompt - even a little early.
5. Take pen with you.
6. If possible, know something about the company to which you are applying.
7. Prepare a resumé, or have the necessary information and certificates for job applications (Social Security number, schooling and dates attended, references, employment dates, work permits, etc.).
8. Be prepared to take tests - aptitude, proficiency, etc.
9. If worn, remove hats during interviews.
10. Remove any chip on shoulder.
11. Greet the interviewer by last name.
12. Shake hands only if the interviewer offers his.
13. Remain standing until the interviewer invites you to sit.
14. Sit erect and properly with both feet on the floor.
15. Keep your hands folded in your lap, or in a relaxed manner.
16. Relax.
17. Look at the interviewer as you talk.
18. Talk slowly and clearly. (Be careful of your manner of speech.)
19. Be attentive - respond.
20. Answer questions completely and truthfully.
21. Ask questions when in doubt.
22. Mention your interests only if the interviewer asks. (E.G., hobbies, extracurricular activities, etc.)
23. Thank the interviewer for the interview.

B. DON'TS (while being interviewed).

1. Don't wear dark glasses during the interview, unless for health reasons.
2. Don't smoke, chew gum, or eat candy, etc.
3. Don't fuss with your hair or clothing.

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4. Don't fidget, squirm, twitch, giggle, etc. (if possible).
5. Don't bring friends, or anyone with you.
6. Don't stare off into space or look at walls or ceilings as you talk.
7. Don't do all the talking - let the interviewer lead the conversation.
8. Don't argue with the interviewer or interrupt him.
9. Don't make derogatory remarks about former employers or people, etc.
10. Don't mention personal matters, unless asked.
11. Don't make your first question, "How much do I make?"
12. Never say, "I need a job," or "I can or will do anything." (Employers want people who can do something.)

C. First interviews are usually for screening, and a specific job offer may not be made. The prospective employer or interviewer is taking a reading of you. Other applicants for this same job will also have to be considered by the employer.

D. You may be asked to come back or call at a later time; in any case, you should follow up the interview with a letter or telephone call.

III. Grooming Preparations for the Interview

A. Personal Hygiene

1. Be neat and clean - bathe, shower, etc.
2. Brush your teeth and gargle with a mouth wash.
3. Use a good deodorant (if needed).
4. Use a little perfume or cologne - no heavy-scented perfume (if necessary).
5. Remove unnecessary hair on legs and under the arms.

B. Grooming - Cosmetics

1. Manicure your nails and use conservative nail polish.
2. If used, apply natural looking or neutral lipstick (no bright colors or slickers).
3. Use just a slight amount of make-up - appropriate to job.
4. If worn, use natural-looking eyelashes.
5. If applied, use eyeshade conservatively.
6. Hair styles vary, but groom and set hair in a conservative and neat style. Wear your hair in a simple becoming style.

C. Clothing - Attire. Wear conservative or be discreet in choice of clothing.

1. A fitted dress, skirt or blouse, or a simple suit.
2. Nylon stockings in a standard shade of beige (if deemed suitable).
3. Medium heeled shoes - cleaned and/or polished.
4. If you wear jewelry at all, make it small and simple. Simplicity is a good approach. When in doubt if you have on too much make-up, attire, or jewelry, remove them.

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REMEMBER: You may not work in the clothing in which you apply for the job, but you might not get the job if your appearance is not appropriate, or satisfactory to the employer.

****

KEEP APPLYING FOR JOBS. DON'T BE DISCOURAGED. IF ONE PROSPECTIVE EMPLOYER TURNS YOU DOWN, KEEP YOUR SPIRITS UP AND DOUBLE YOUR EFFORTS BY CONTACTING AS MANY PROSPECTIVE EMPLOYERS AS YOU CAN TO FIND A JOB FOR WHICH YOU QUALIFY.

****

LCC - 3/71 (Job Placement Office)- A. Lim

LIST * BARRIERS TO EMPLOYMENT

Barriers to employment are numerous. Most of them fall within the range of the social, political, economic, cultural, and religious aspects of the times. Please list all barriers to employment which you feel affects you personally in your search for a job. Individual returns will be held in confidence.

1.

2.

3.

4.

5.

6.

7.

Etc.

	YES	NO
Have you ever been interviewed for a job?	☐	☐
Have you ever been employed?	☐	☐

OPTIONAL:

What is your racial background?

_____

_____

OPTIONAL:

Your age range? (check one box)

- below 20? ☐
- between 21 to 30? ☐
- between 31 to 40? ☐
- between 41 to 50? ☐
- Over 50 yrs.? ☐

epileptics strive to break down barriers

First of two articles

HONOLULU ADVERTISER, Thursday, Oct. 5, 1972 E-3

4/73

10/72 LCC - A. L.

Pl. Off.

III. WHAT JOBS HAVE I HELD?

A. Blue Collar (paid)

1) Ditch digger - dug trenches using pick and shovel in preparation to laying sewer and other pipes.
2) Service Station Attendant - checked oil, pumped gas, put in air in tires and oil in autos as well as to fix flat tires.
3) Warehouseman - took inventory, stocked, unloaded and loaded merchandise, priced items, delivered goods to customers (women's apparel & surplus goods).
4) Lumber Yard Worker - picked up and carried all types of lumber and construction materials and stacked and stocked neatly according to size, quality and kinds; etc.
5) Truck Helper - assisted in delivering all types of lumber and building materials. Helped to load and unload flatbed trucks.
6) Mason's Helper - helped Mason to lay and cement brick flooring as well as to mix cement.
7) Farmer - tilled ground using tractor and hand tools, watered, weeded, pruned, etc. All in the process of growing flowers.
8) Hi-Lift Operator - operated big Hi-Lift to load and unload huge containers of pineapple.
9) Stock Clerk - received and stocked all types of merchandise in large department store. (shoes, clothes, linen, etc.)
10) Pineapple Field Worker - used both hands to pick ripened fruit and gently put pineapples in receptacles; also used hand and tools to weed areas around the plants.
11) Pineapple Factory Worker - stacked canned pineapples in warehouse one upon another in rows; stacked cans onto hand trucks and carted into special areas in preparation for labeling and cooling.
12) Light Truck Driver - picked up and delivered clothing and other related merchandise to branch stores and customers as well as to warehouse. Traveled island wide in truck.
13) Dishwasher - used dishwashing machine to wash dishes and other kitchen utensils; put soiled wares into machine and when washed, picked up, sorted, stacked and stored for future use.
14) Seaman - worked as deckhand, porter and messman on ships - passenger, liberty, victory and reefers.
15) Carpenter Helper - assisted journeyman in performing the less skilled aspects of the work.
16) Construction Helper - helped with the menial and manual tasks of constructing and rampway and pulley system.
17) Mechanic Helper and Apprentice - learned to use mechanic's tools in dismantling and repairing engines and chasis of automobiles and bull dozers.
18) Spot Welding Operating Machine Worker - operated an electric machine to spot weld airplane gasoline tanks.

CONT'D

III. WHAT JOBS HAVE I HELD?

B. White Collar (paid)

1) Library Aide - collected returned book, sorted according to Dewey Decimal System, carted and returned to proper shelves in College Library.
2) Sales Clerk - explained goods and sold surplus merchandise in surplus store.
3) Used Car Salesman - explained, demonstrated and sold used automobiles.
4) Shipping Clerk - sorted, packaged, labeled and stacked various paper goods such as stencils, writing pads, carbon paper and prepared them for mailing.
5) Campaign Office Manager for Political Party - arranged for recruitment of volunteer workers and assigned work. Arranged for political rallies, gave information on candidates and party; interviewed, hired and assigned duties to paid workers; made out payroll and paid workers; received assessments from candidates and contributions from all sources; deposited, recorded and kept books. Made out and paid out all monies owed by parties, etc. & etc.
6) Campaign Manager for candidate running for national office. Made arrangements for all activities relating to speaking engagements, public appearances (except TV & radio), etc. Interviewed, hired, assigned work for paid employees. Also assigned work for volunteers, etc/ & etc.
7) Administrative Intern for State of Hawaii and City and County of Honolulu - performed various research, technical and writing duties for the Civil Service and Budget and Finance Departments.
8) Insurance Salesman - explained, sold and serviced all types of life, health, disability and general lines insurance.
9) Management Analyst Trainee - made organizational and work-load studies and compiled into written reports making recommendations to agencies involved. Used flow chart system.
10) Employment Service Interviewer - interviewed applicants for jobs, made job referrals, etc. & etc.
11) Employment Service Representative - made employer contacts, developed jobs for disadvantaged and others, handled alien clearances, submitted written reports, etc. & etc.
12)
13)

Guidance in Job Searches

6/74
LCC
PL.OFF.
Lim

- Discuss unrelated, as well as related, or undesired and desired job goals.
- Broaden base of operations towards job hunt and you will broaden your objectives, insights + achievements.

APPLICATION OF SPECIFIC SKILL TOWARDS SPECIFIC JOB.

APPLICATION OF SKILLS, POTENTIALS, CREATIVITY, IMAGINATION, SELF-INVENTORY, GUNG-HOISM, ETC.

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NON-VERBAL FACTORS WHICH AFFECT EMPLOYMENT

NON-VERBAL COMMUNICATION

Written Communication

- Letters of application
- Letters of job inquiry
- Applications
- Resumes
- Self Inventories
- Abstracts
- References
- Commendations, Achievements
- Samples of written works
- Credentials, Certificates, Degrees, Etc.

Physical Communication

- Appearance
- Attire
- Grooming
- Stance
- Sitting Posture
- Facial Expressions (smiles, frown, etc.)
- Fidgeting
- Mannerisms
- Shaking Hands - greeting people
- Eyes (dark glasses, glare, etc.)

Attitudes
Sincerety
Enthusiasm
Confidence
Stability
Interest

} How does one demonstrate these thing?

VOCATIONAL INFORMATION
PRE-EMPLOYMENT ORIENTATION
PREPARATIONS FOR JOB HUNT

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PURPOSE CLIENTELE APPROACH

- Theories and research on work, occupational development, etc.
- Occupational choices/interests
- Educational/training resources
- Job trends
- Current industries
- Understanding Occupations
- Job requirements
- Job sources
- Availability of jobs
- Employers
- Work conditions/environment
- Preparations for job seeking
- Human relations
- Compensations
- Competition
- Resources for assistance
- Barriers to employment
- Survival in the world of work
- Etc. and Etc.

Goals: Higher Education

2 years College

Uncertain
job ready
dropouts
veterans
special programs
disadvantaged
minorities
elderly
long time out of labor market
professional
blue Collar
White Collar
housewives
youths
disabilities
qualified
over qualified
lack of skills
Etc.& Etc.

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VOCATIONAL INFORMATION

(What, who, where, how, and why)

*

Vocational information is about the world of work. It helps people to bridge the gap between "Man and work." It helps people to enter the world of work, or to progress in it. It helps people to prepare themselves to enter the world of work. It is anything informative which will help people to better understand occupations, occupational choices/interests, educational/training resources, job sources, and the labor market.

Labor market includes information about job trends, current industries, availability of jobs, job requirements, preparations for job seeking, employers, human relations, work conditions, compensations, competition, resources for assistance, barriers to employment, and survival in the world of work.

In short, vocational information attempts to help people to gain knowledge and encourages people to apply and activate themselves positively in these areas.

What and Who

Written Sources:
Literature, books, pamphlets, periodicals, newspapers, newsletters, etc. & etc.

Agency Resources:
Federal/State/County Civil Service and Personnel Agencies, State Employment Agencies, Private Employment Agencies,etc.

People Resources:
Counselors, teachers, placement personnel, friends, neighbors, workers, etc.

Where

Specifically, where are the various sources for vocational information?

How

How does one go about to seek out vocational information and positively apply knowledge gained?

Why

Why the importance of vocational information as stated, and what are some of the "whys" and "answers" relative to vocational information as discussed here?

---

* Vocation is what a person does to earn a living. Vocation implies careers, occupations, jobs, work, livelihood.

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Pl.Off.
L.C.C.

CRITIQUE ON JOB INTERVIEW

Name: _____
(individual being interviewed)

	Very Good	Satisfactory	Fair - can be better	Needs improvement	COMMENTS
1. Initial, or opening presentation. (Impression)					
2. Eye Contact.					
3. Sitting position.					
4. General appearance: grooming - hair, makeup, shave, beard, mustache, etc.					
5. Clothing: dress, attire, etc.					
6. Ability to describe past work experiences, education and/or training.					
7. Ability to explain equipment, tools, and other mechanical aids used.					
8. Ability to explain skills, techniques, processes, procedures, etc.					
9. Ability to explain personal goals, interests, desires, etc.					
10. Ability to explain non-positive factors in personal life. (handicaps, hindrances, hangups, barriers, etc.)					
11. Ability to answer questions or make statements on company or job applying for.					
12. Ability to respond and answer questions. (accurately, fast, sincerely, etc.)					
13. Manner of speech or conversation. (understandable?)					
14. Physical mannerisms (nervousness, etc.)					
15. Enthusiasm.					
16. Attitude (positive?)					
17. Overall Impression?					

I. WHAT THINGS DO YOU CONSIDER MOST IMPORTANT IN JOB INTERVIEWS THAT STUDENTS SHOULD LEARN OR BE AWARE OF?
(Order of importance)

APPEARANCE
EXPERIENCE
KNOWLEDGE
HONESTY
PERSONALITY & ABILITY TO GET ALONG WITH OTHERS
ALERTNESS - ATTENTIVENESS
MOTIVATION-PURPOSE
ABILITY TO CONVERSE WELL & GOOD ENGLISH USAGE
PREPAREDNESS FOR INTERVIEWS
SELF CONFIDENCE
RESUME & ACADEMIC BACKGROUND
POSITIVE ATTITUDE-ENTHUSIASM
ORAL & PHYSICAL EXPRESSION
PROMPTNESS
APPLICATION FILLING-NEAT & COMPLETE
APTITUDES
REASONS FOR LEAVING
EDUCATION
RESPONSE TO QUESTIONS
DESIRABILITY
LENGTH OF TIME EMPLOYED BY ONE COMPANY
MINIMUM SALARY ACCEPTABLE
PRACTICAL
CONCISE & TO THE POINT
ABILITY TO FOLLOW INSTRUCTIONS
HOURS
APPLICANTS QUESTIONS ABOUT COMPANY
HEARING

II. Will awareness and application of these considerations help graduates and students achieve employment with your company? YES 47 NO 0

III. A side from training/education and work experience, what other things do you look for in an interview with junior college graduates and students?
(Order of importance)

PERSONALITY
APPEARANCE
ATTITUDE
ALERT
EDUCATIONAL
FUTURE GOAL
PHYSICAL
SELF-CONFIDENCE
PERSONAL STABILITY
HONESTY
SINCERE IN PEOPLE
AMBITION
POSITION
RESPONSIBILITY

EVALUATION OF JOB INTERVIEW

TO: _____ REGARDING: _____

The Placement Office at Leeward Community College is concerned about the progress of the graduates and students in job interviews. We realize the importance of job interviews, and, to better prepare our students for employment, we would like to know about their general conduct, appearance, employability, and application of technical and social skills in employment interviews. Will you please help us to help them by filling out this questionnaire and returning it to us? Your questionnaire will be held confidential. We will also appreciate suggestions from you which can assist us in making improvements. THANK YOU for your help and cooperation.

TO HELP PEOPLE LEARN

Adam Lim, Placement Director
Leeward Community College
96-045 Ala Ike
Pearl City, Hawaii 96782
Phone: 4550202

	Yes	No	Couldn't Determine	Doubtful
MANNER OF DRESS - Was the applicant's clothing acceptable and in keeping with the job requirements?	☐	☐	☐	☐
PERSONAL GROOMING & APPEARANCE - Was the applicant's personal grooming - makeup, shave, etc.- neat, clean, appropriate, acceptable?	☐	☐	☐	☐
SOCIABILITY & PERSONALITY - Did the applicant appear to demonstrate the ability and willingness to work with people easily? (If job requires this.)	☐	☐	☐	☐
ATTITUDE - Was the overall attitude of the applicant positive and acceptable?	☐	☐	☐	☐
LANGUAGE FACILITY - Will the applicant's language abilities permit ready communication and understanding between co-workers and/or clientele? (If job requires this.)	☐	☐	☐	☐
KNOWLEDGE OF JOB SKILLS - Did the applicant show adequate knowledge relative to the skill requirements of the job?	☐	☐	☐	☐
KNOWLEDGE OF EMPLOYEE'S RESPONSIBILITIES Do you feel that the applicant is aware of an employee's responsibilities toward the company, supervisors, co-workers, clientele and position?	☐	☐	☐	☐

What things do you, as an employer, feel most important - that students should be aware of or know to prepare themselves for job interviews? _____

Other suggestions: _____

Rv. 10/71, LCC - PL. OFF. - A. Lim

SELF ASSESSMENT II

BLOCKED THINKING AND ATTITUDES

Empathy,
Sincerety,
Warmth,
Concern,
Tolerance,
Encouragement,
Objectivity,
ETC.

Apathy,
Intolerance,
Aloofness,
Too Busy,
Indifferent,
Sangfroid, ETC.

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TEACHERS, COUNSELORS, PLACEMENT STAFF, ETC.

REMOVE JUDGEMENT!

MORALIZE NOT!

EQUAL TREATMENT!

AN INDIVIDUAL IS A HUMAN BEING!

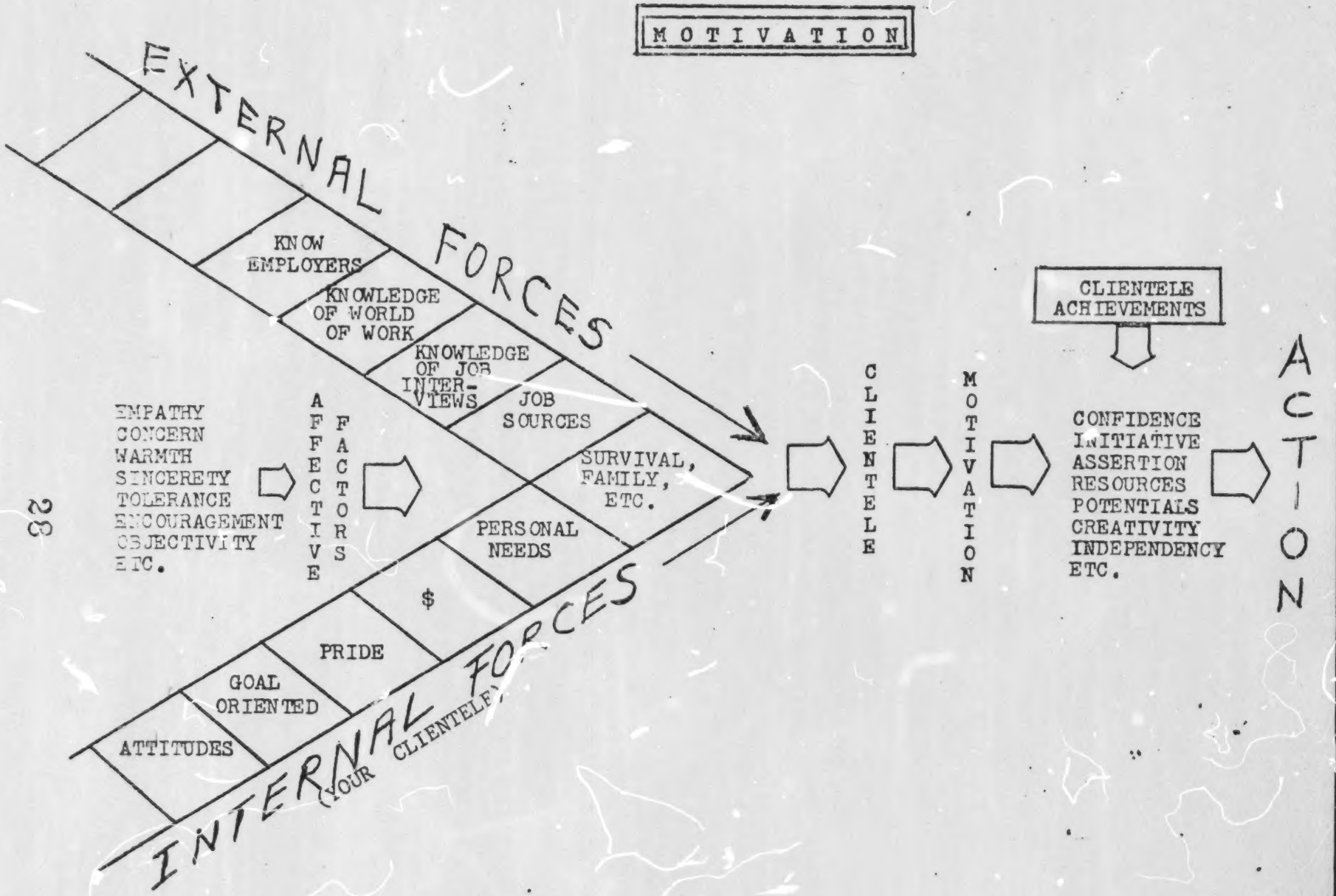
ARE WE CONCERNED WITH PEOPLE NEEDS, OR ARE WE "BLOCKED" IN OUR THINKING, ATTITUDES, AND ACTIONS?

DOES THE RENDERING OF SERVICES, OR THE GIVING OF ONESELF FLUCTUATE ACCORDING TO WHO THE CLIENTELE IS?

SERVICES TO

POTENTIAL CLIENTELE

NEWCOMER
PAROLEE
EX-DRUG ADDICT
DARK SKINNED PERSON
EX-PROSTITUTE
CAUCASIAN
CRIMINAL RECORD
ORIENTAL
HIPPIE
AVERAGE PERSON
LOCALS
IMMIGRANT
POLYNESIAN
MENTALLY RETARDED
ATTRACTIVE PERSON
ELDERLY PERSON
HOSTILE PERSONALITY
MILITARY PERSONNEL
PHYSICALLY HANDICAPPED
BROWN SKINNED PERSON
PROFESSIONAL PERSON
SCHOOL DROP-OUT
MENTALLY RESTORED
ARTICULATE PERSON
YOUNG PERSON
WELFARE RECIPIENT
EMOTIONALLY DISTURBED



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LCC 2/'73